

# Evaluating Virginia's 21st CCLC Programs

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# Why Do You Evaluate Your Program?

- You have to.
- You have a desire to help children succeed.
- You want to make your program the most effective that it can be.



# The 2005-2006 State Evaluation

- 91 grantees operated 146 centers
- Data were analyzed from:
  - Local evaluation reports
  - PPICS data



# Center Operation

## Identified factors for success

- Good communication with partners
- Staff cooperation
- Highly qualified and energetic staff
- Willingness to try new ideas

# Federal Evaluation Questions

1. Were the neediest students provided academic enrichment and support activities?
2. Were a variety of activities provided to complement the regular academic program?
3. Were literacy and other learning opportunities made available to parents?

# Virginia's Evaluation Questions

1. What is the nature of Virginia's programs?
2. What is the level of participation of students?
3. To what degree did centers meet their objectives?
4. Have community partners contributed?



# Virginia's Evaluation Questions

5. Have services or activities been provided to families?
6. Has student behavior improved?
7. Are there relationships between variables?
8. Are there differences between cohorts?





# Question #1: Nature of Programs

- Open average of 11.4 hours/week
- Majority of staff - school-day teachers (59% vs. 45% national avg.)
- Parent appreciation for greater number of operating hours



# Question #2: Student Participation

- Regular attendance greater for elementary students
- Poverty-level students (50% of participants)
- Limited English Proficient (7.9%)
- Special needs (8.5%)



# Question #3: The Objectives

- Increase student achievement (34% of objectives)
- Provide parent education (21%)
- Improve student behavior (16%)
- Provide enrichment activities (15%)
- Developing partners for program sustainability (5%)
- Other (9%)

# Were Objectives Met?

- Enrichment activities (68%)
- Student behavior (66%)
- Partners (64%)
- Parent education (57%)
- Increasing academic achievement (66% of the 161 objectives were met)

89% of all objectives were either met or showed progress.



# Question #4: Community Partners Contribute to the Program

- Types of organizations (non-contracted)
  - Community-based (22%)
  - Nationally affiliated non-profits (12%)
  - For-profit (11%)
  - Colleges or universities (7%)
  - School districts (6%)
  - Faith-based (6%)
  - Other (36%)

# Most Frequent Partners

- Libraries
- PTAs
- Police and Fire Departments
- Local Fine Arts Organizations
- Health Departments
- 4-H Clubs

# Partner Contributions

- Majority were programs and activities
- Few reports of funds being raised
- Few reports of progress toward sustainability

# Question #5: Were Activities Provided?

Most frequent student activities offered by centers:

- Enrichment (92% of centers)
- Homework help (90%)
- Recreational activities (85%)
- Tutoring (84%)



# Focus of Academic Activities

Times per week

- Reading (3.6 hrs.)
- Mathematics (3.2 hrs.)
- Enrichment (4.2 hrs.)
- Homework help (3.9 hrs.)
- Tutoring (3.4 hrs.)



# Parent Activities

- Level of parent participation lower than desired in many centers
- Parent work schedules a factor
- Activities included G.E.D., ESL courses, parenting training, family nights, volunteer opportunities, other skills (scrapbooking, woodworking, guitar playing)

# Question #6: Did Classroom Behavior Improve among Regular Attendees?

- At least 58% showed improvement in all 10 areas
- Most improvement in academic performance (80%)
- Least improvement in attendance of class regularly

# Question #7: Are There Relationships among Variables?

- Higher attendance rates at the after-school program were correlated with teacher reports of improved classroom behavior in 9 of 10 areas (not turning in homework on time)

# Relationships Among Variables

- Significant positive correlations between attendance and:
  - Satisfactory homework completion
  - Participating in class
  - Volunteering
  - Attentive in class
  - Behaving well in class
  - Performing academically
  - Motivated
  - Getting along well with others

# Relationships Among Variables

- Significant positive correlation among higher attendance rates, greater variety of activities and greater number of hours open



# Recommendations

- Measure program effectiveness at the student level (in place for 2006-2007).
- Explore strategies for increasing attendance.
- Gather input from parents as to interests in adult programs and activities.





# 2005-2006 Local Evaluation Reports

- Varied in focus
- Varied in reporting activities
- Varied in reporting results
- Varied in comprehensiveness



# Benefits of Online Reporting for Grantees

- Improved reporting of activities and results for all objectives
- Improved accountability
- Greater identification of:
  - What is effective
  - Areas where improvement may be needed
  - Program impact


# Benefits for the State of Virginia

- Improved accountability for federal funds
- Measurement of program impact
- Identification of best practices
- Facilitation of annual reporting to the Federal Government



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### Annual Evaluation Report Template

School Name: A. P. Hill Elementary School Observer Name: Grantee Name Here

City: Petersburg Observation Date:  \* (MMM dd, yyyy)

State: VA

Today's Date: Apr 27, 2007

**Executive Summary (500 words maximum) (Note: Your responses will be listed verbatim in the report.)**

1. Please summarize the center's program, including objectives, activities, key results, conclusions and recommendations.

**Objectives, Activities, Data Sources, and Results**

**OBJECTIVES:**

1. Which of the following objectives did your program address (Check all that apply.)

<input type="checkbox"/> Improve student academic achievement (state mandated)	<input type="checkbox"/> Improve student behavior	<input type="checkbox"/> Provide parent education (state mandated)	<input type="checkbox"/> Provide enrichment opportunities	<input type="checkbox"/> Improve community partnerships
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**Improve student academic achievement sub-objectives:**

1. If you selected Improve student academic achievement please indicate the sub-objective(s) you selected for your center's program:

<input type="checkbox"/> Improve performance on SOL Math assessment	<input type="checkbox"/> Improve performance on SOL Reading/Language Arts assessment	<input type="checkbox"/> Reduce grade retention	<input type="checkbox"/> Improve grades in core subject areas	<input type="checkbox"/> Other
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**Other sub-objective for Improve student academic achievement: (Note: Your responses will be listed verbatim in the report.)**

1. If you selected Other for Improve student academic achievement sub-objectives please detail:

# Sections of Local Evaluation Template

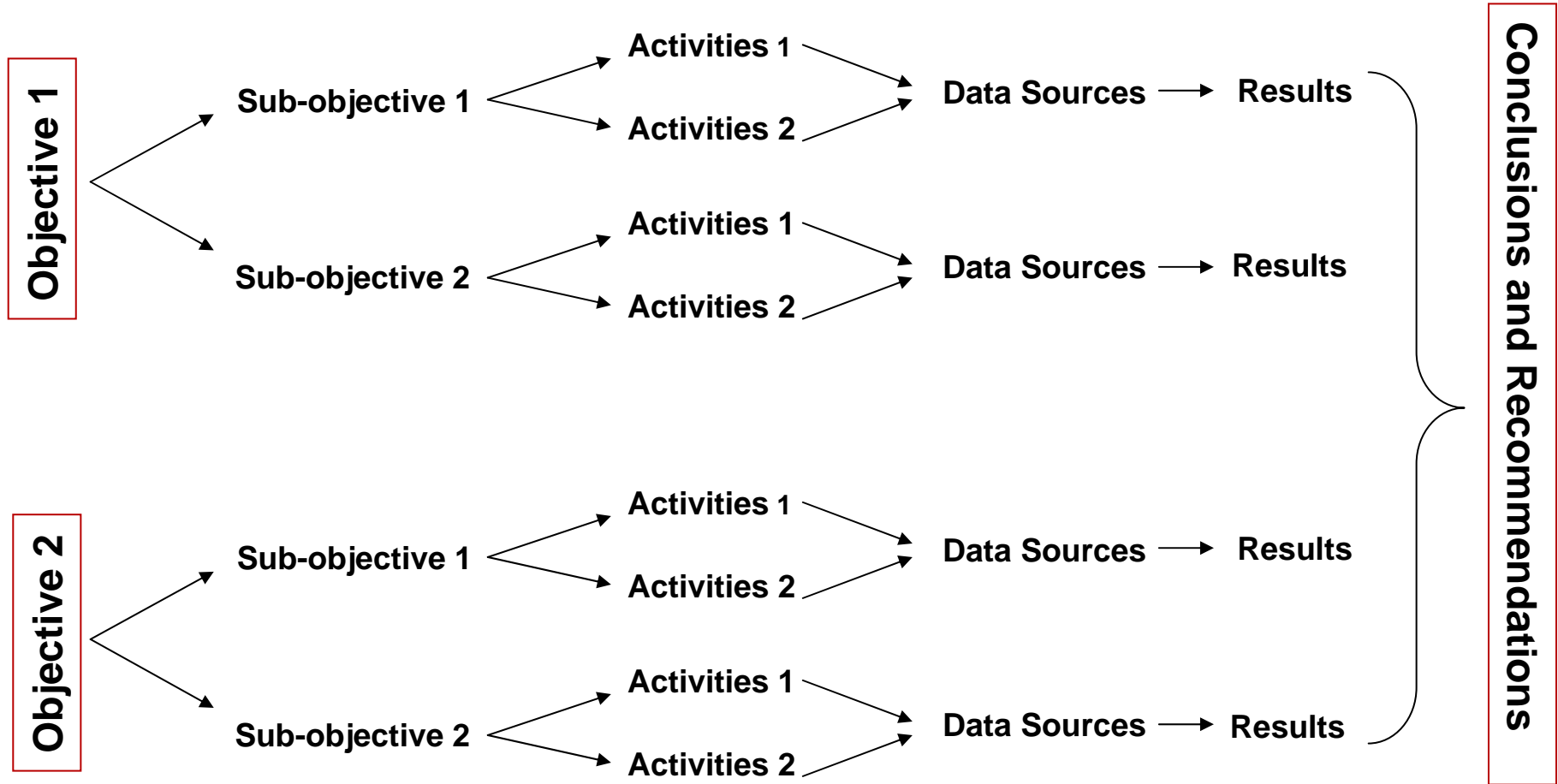
1. Identifying information
2. Executive summary
3. Objectives
4. Sub-objectives
5. Data sources
6. Results
7. Conclusions
8. Recommendations



# Section 2: Executive Summary

- Summary of the different sections
- Informative and interesting
- Complete this part last.

# The Evaluation Template Sequence





# How Content Was Determined

- Examination of 2005-2006 local evaluation reports
  - Objectives, sub-objectives
  - Activities
- Review of research literature for data sources frequently used to measure different objectives



# Section 3: Objectives

Which did your program address? (Click those.)

- o Improve student academic achievement (state mandated)
- o Improve student behavior
- o Provide parent education (state mandated)
- o Provide enrichment activities
- o Improve community partnerships
- o Other



# Section 4: Sub-objectives

Which sub-objectives did you address?  
(Click those.)

Example for “Improve Student Achievement”  
Click: Improve performance on SOL  
Mathematics assessment



# Section 5: Activities Provided

## Example for SOL Mathematics assessment

- o Curriculum
- o Homework assistance
- o Integrated projects
- o Tutoring
- o Regular communication with classroom teachers
- o Regular communication with parents
- o Other \_\_\_\_\_

# Section 6: Data Sources

Example for SOL Mathematics assessment

- o SOL Mathematics scores



# Evaluation Question

Was performance on SOL Mathematics assessment greater for regular attendees than non-participants?

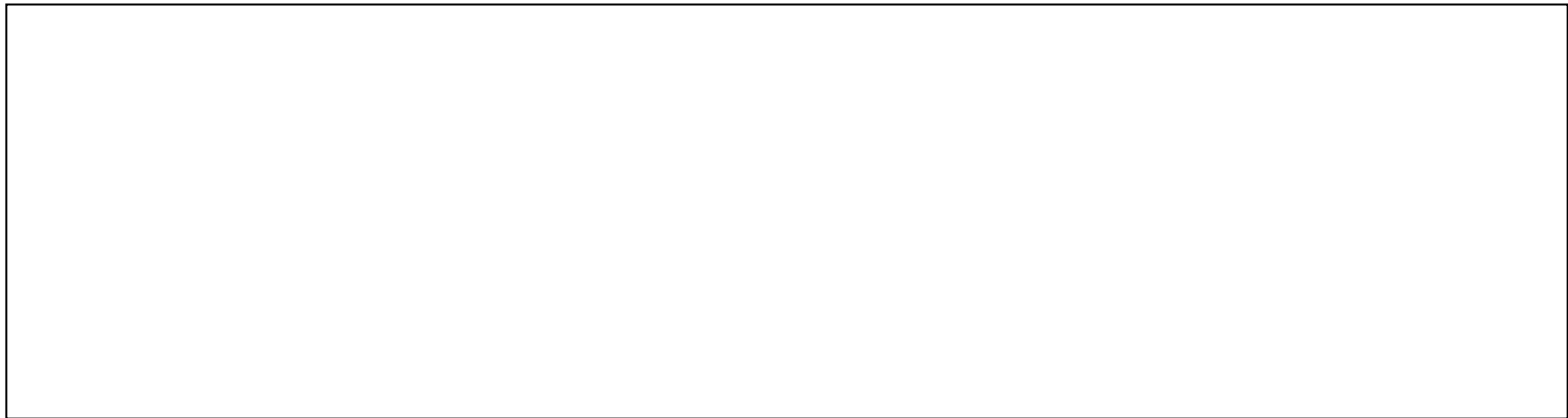
Yes ☐ Mixed Results ☐ No ☐



# Evaluation Question

Summarize data here.

- Clear descriptions of analyses/findings
- Outcomes from statistical analyses





# Section 7: Conclusions

Summarize your conclusions about the effectiveness of the program based on data analysis.

- Organization by evaluation question
- Brief summary of major findings
  - Effective activities
  - Factors associated with lower results
- Overall conclusion



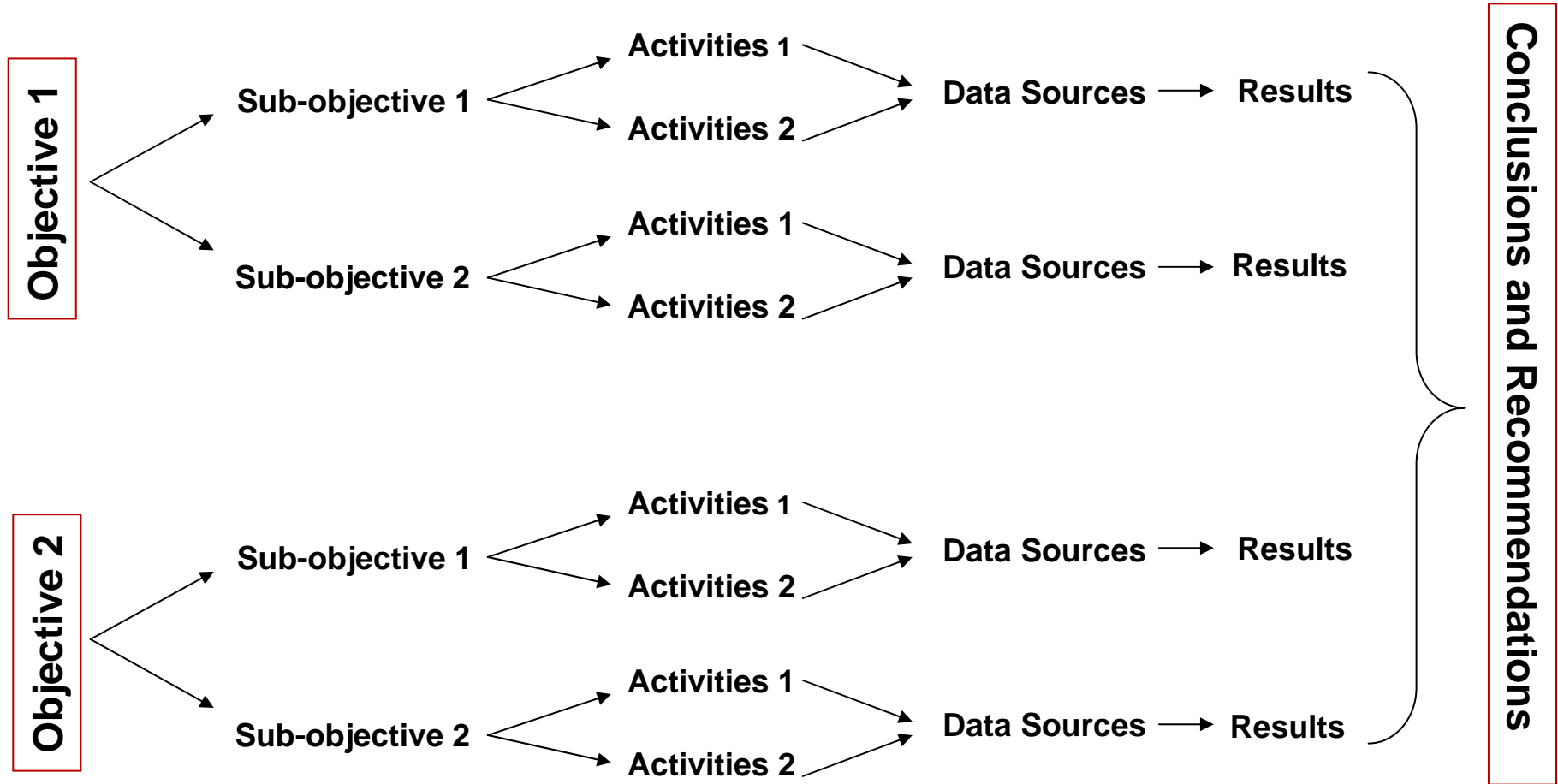
# Section 8: Recommendations

Provide recommendations to improve the program.

- Be specific.
- Cite sub-objectives to target.



# The Evaluation Template Sequence



# Input from You

Questions, comments?